

**The Report of the
Accreditation Visiting Team**

**Timpanogos High School
1450 North 200 East
Orem, Utah 84057**

February 7-8, 2006



**Utah State Office of Education
250 East 500 South
P.O. Box 144200
Salt Lake City, Utah 84114-4200**

**THE REPORT OF THE
VISITING TEAM REVIEWING**

Timpanogos High School

1450 North 200 East

Orem, Utah 84057

February 7-8, 2006

UTAH STATE OFFICE OF EDUCATION

**Patti Harrington, Ed.D.
State Superintendent of Public Instruction**

**DIVISION OF
STUDENT ACHIEVEMENT AND SCHOOL SUCCESS**

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Salt Lake City, Utah

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FOREWORD

The major purpose of the accreditation process is to stimulate school growth and improvement so as to increase student achievement.

In these efforts, the school staff makes a comprehensive evaluation of the school's programs, operations, and results. The school determines how actual practices align to stated objectives and resulting outcomes. It is a three-phased evaluation: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, February 7-8, 2006, was conducted because of the school's desire to ensure quality education for all students in the school, and to increase student achievement.

The entire staff of Timpanogos High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the visiting team. The excellent leadership given by Principal Brad Kendall is also commended.

The staff and administration are congratulated for their desire for excellence at Timpanogos High School, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more dramatically increase student achievement at Timpanogos High School.

Patti Harrington, Ed.D.
State Superintendent
of Public Instruction

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Kay Clark.....	Director, Special Education
Ilene Carter.....	Supervisor, School Lunch

TIMPANOGOS HIGH SCHOOL
ADMINISTRATION AND STAFF

School Administration

Brad W. Kendall Principal
Debra K. Zirbes Assistant Principal
John W. Broadhead Assistant Principal
Michael K. Browning Assistant Principal

Counseling

Carrie Whitney Counselor, Department Chair
Geoff Bury Counselor
Taunia Sloat Counselor
Elizabeth Darger Counselor
Diane Wanamaker Work-Based Learning Coordinator

Support Staff

Rae Harward Principal's Secretary
Freddi Johnson Main Office Receptionist
Barbara Dawson Attendance Secretary
Jane Meredith Financial Secretary
Jaynee Long Student Financial Secretary
Suzy Hansgen Registrar
Shari Sanders Counseling Receptionist
Patty Schradle Career Center Specialist
Cathy Keller Media Center Assistant

Faculty

Kris Anderson	Dee Ann Brewster	Richard Collette
Rebecca Bailey	Agnes Broberg	Andy Cox
Aaron Barth	Jaynann Brown	Kori Crampton
Jody Benson	Stephanie Brown	Elizabeth Darger
Sharon Bodily	Tiffany Brown	Suzanne Davis
Connie Bott	Steve Brown	Darren DeGracie
Frank Bramall	Geoff Bury	Donnalee Eisenhart
Robyn Bretzing	Kris Caldwell	Jacob Figueira

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Tricia Grantham
Joanne Grimmett
Mark Hardman
Heather Haynie
Sandy Hopkin
Jan Horton
Steve Jackson
Bonnie Jennings
Dirk Johnson
Pat Johnson
Laura Johnston
Kent Jorgensen
Jeri Kelley
Michelle Larsen

Michael Larson
Lance LeVar
Rose Mary Lindberg
Robert Louder
David Loveland
Paul Lydolph
Michael Nagro
Kim Nelson
Karen Oldham
Doug Olson
Luanne Olson
Brian Ostler
Kristin Packer
Greg Park
Jillian Phippen
Larry Rasmussen
Thomas Richards
Mandy Richardson

Jared Ringger
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Brian Saxton
Michael Sellars
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Kim Sonico
Bob Stratton
Rita Swenson
Byron Tanner
Cecile Thomas
Alison Wakefield
Diane Wanamaker
Heidi Weight
Carrie Whitney
Roland Williams
Elena Wilson
Wendy Wilson

TIMPANOGOS HIGH SCHOOL

MISSION STATEMENT

We are a community of one striving for excellence. Our mission statement is to empower students to commit to lifelong learning, to exemplify character, and to contribute to society

VISION STATEMENT

All students will be competent in every area of their educational experience and made annual progress toward the goal of excellence.

BELIEF STATEMENTS

WE BELIEVE THIS IS A COMMUNITY OF ONE

- Getting to know one another and working together improves performance.
- Every one is important and can make a difference in our community.
- A positive attitude makes a difference in student performance.
- We all perform better in response to positive reinforcement.
- Students learn best when they feel welcome, safe, and have a sense of ownership in our school.

WE BELIEVE IN STRIVING FOR EXCELLNCE

- Excellence is a process of continual improvement.
- In recognizing student achievement and that success leads to further achievement.
- Excellence is more likely achieved through collaboration.
- It is important to do our best no matter where we are or what our job.
- Student achievement is enhanced by identifying and focusing on what matters most.

WE BELIEVE IN EMPOWERING STUDENTS COMMIT TO LIFELONG LEARNING

- Students can enjoy the process of learning.
- It is important for students to understand their personal strengths and weaknesses as learners.
- Learning is passed along through generations and that what students learn now will affect them throughout their lifetime.

- Students learn by example and that educators should model life long learning.
- Students learn more when topics are relevant to them personally.
- Continued learning depends on literacy (reading, writing, and communicating).
- Our job includes two goals: give students the skills to be learners, and the desire to continue learning.

WE BELIEVE IN EXEMPLIFYING CHARACTER

- Students need direct instruction in ethics.
- Students will act responsibly when there is strong support at home, at school, and in our community.
- We must all be good examples and do what we say we will do.
- Setting high expectations for our student encourages performance and development of character.

WE BELIEVE WE ALL NEED TO CONTRIBUTE TO SOCIETY

- We should give students opportunities to contribute in our classrooms and in their school experiences.
- Every person can be part of the solution.
- We should give students opportunities to gain empathy for others.
- The better the individual is, the better the group is.
- Students need to be taught appropriate ways to express differences.
- Our influence on others is more important than our individual or collective accomplishments.

MEMBERS OF THE VISITING TEAM

Vicci Gappmayer, Wasatch High School, Wasatch School District,
Visiting Team Co-Chairperson

Debbie Sorensen, Murray High School, Murray School District,
Visiting Team Co-Chairperson

Jeanne Andersen, Box Elder High School, Box Elder School District

Marsha Forsgren, Uintah High School, Uintah School District

Michele Kersey, Roy High School, Weber School District

Mary Moulton, Uintah High School, Uintah School District

VISITING TEAM REPORT

TIMPANOGOS HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Although the report did not include a description of the school, the Visiting Team was able to ascertain some school and community information during the visit. Timpanogos High School was opened ten years ago in the city of Orem, Utah. The school is housed in a beautiful, modern, and efficient facility at the foot of Mount Timpanogos. Students reside in a community that ranges from average to affluent income levels. The population is about 85 percent Caucasian, with only a small percentage qualifying for free or reduced-price lunch. The faculty is highly qualified, with a large majority holding advanced degrees. Profile data reveals that the students achieve academically above state averages in a number of areas.

Orem has a population of 84,324 and an average household size of 3.54 persons. Seventy percent of homes in Utah County are priced under \$200,000. According to the FBI's annual Uniform Crime Report, the Provo-Orem area has the nation's second lowest rate of violent crime.

Top employers in Utah Valley are Brigham Young University, Alpine School District, Utah Valley State College, IHC Health Services, and Nebo School District. There were 3,958 licensed businesses in Orem at the end of 2000. Of those, 2,284 were commercial and 1,674 were home occupations. In its Fifteenth Annual Development Report Card, the Corporation for Enterprise Development rated the Provo-Orem area in the top ten, with high scores for income distribution, charitable giving, industrial diversity, new business growth, and households with computers.

Orem is consistently ranked in Money Magazine's list of "Best Places to Live in America." The median household income in 2002 was \$23,317. Close to one-third of Utah County residents older than 25 have at least a bachelor's degree, and 91 percent have obtained a high school diploma, according to results from the 2000 U.S. Census.

a) What significant findings were revealed by the school's analysis of its profile?

The profile report presented data showing student achievement, enrollment, and ethnicity. The data demonstrated several notable facts:

- The overall number of students enrolled is declining.
- Ethnic diversity of Timpanogos High School is increasing, with Hispanics being the largest subgroup.

- The number of students qualifying for free and reduced-price lunch is rising.
- Student test scores on standardized tests are above state and national averages.
- Forty-seven percent of the staff has advanced educational degrees.
- Thirty-five of 77 ELL students are at level B (limited understanding of the English Language).
- The most significant challenge on the Utah Basic Skills Competency Test is math.
- Criterion-Referenced Test scores in algebra and geometry are below district averages.

b) *What modifications to the school profile should the school consider for the future?*

The school is strongly encouraged to continue its efforts to systematically collect and analyze student achievement, demographic, and historical data to guide decisions made by the school. It is suggested that school leaders collaborate with the district to develop a data management system to efficiently collect and disaggregate pertinent data to determine which students are and are not learning. This effort should extend to disaggregating Iowa Test and CRT scores by content cluster and quartile for each grade level and, if possible, by gender and ethnicity. It is further suggested that school leaders analyze the data to discover patterns of achievement over time and interpret notable trends occurring in the school that will identify areas needing improvement.

Suggested Areas for Further Inquiry:

- The Visiting Team recommends that school leaders clearly define the correlation between teacher training (as articulated in the book *Understanding by Design* by Grant Wiggins and Jay McTighe) and student achievement. Professional development efforts should focus on supplying teachers with the skills to help students achieve the goals stated in the DRSLs.
- The Visiting Team recommends the faculty continue departmental collaboration and institute time and resources for cross-curricular collaboration.
- In addition to *Understanding by Design*, it is suggested that the school leadership team investigate other best practices to drive instructional design.
- The Visiting Team recommends that the stakeholders of Timpanogos High School collect and disaggregate data to identify the students who are learning and those who are not. This information should be used to drive instruction.

CHAPTER 2: THE SELF-STUDY PROCESS

- c) *To what extent has the school community engaged in a collaborative self-study process on behalf of students?*

The administration and the accreditation team began the self-study process approximately a year ahead of the visit. While the Visiting Team acknowledges that the school spent time looking at the data in both their department analyses and focus groups, it appears the study was not fully effective. It appears to the Visiting Team that the data was gathered by a small contingent of Timpanogos High School stakeholders, including administrators, counselors, and faculty members, and was not widely distributed to the faculty, students, and parents. The data illustrated valuable information concerning student achievement, attendance, enrollment, discipline, and stakeholders' perceptions of the school. The Visiting Team recommends that more of the staff take advantage of state resources to receive training in this new process.

- d) *To what extent does the school's self-study accurately reflect the school's current strengths and limitations?*

While the data in Timpanogos High School's self-study is accurate and reflects trends in overall achievement, attendance, and discipline, it fails to disaggregate data in terms of subgroups in the school. Specific data reflecting the performance of students in low income, ELL, and ethnic groups will give Timpanogos better information to determine who is learning and who is not.

CHAPTER 3: INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS

Timpanogos High School's desired results for student learning (DRSLs) are as follows:

1. Competence and Excellence
Students will be competent in every area of their educational experience and make annual progress toward the goal of excellence. (THS Vision Statement)
2. Communication
Students will be able to communicate in the English language through reading, writing, listening and speaking.
3. Character
Students will live in a way respectful of others, and help others achieve their highest potential.

Shared Vision, Beliefs, Mission, and Goals:

- a) *To what extent did the school facilitate a collaborative process to build a shared vision for the school (mission) that defines a compelling purpose and direction for the school?*

A collaborative process including all stakeholders in the school community was used to review and refine the school's mission and belief statements, which were originally developed in 1996. Staff, administration, parents, students, and selected community representatives were present to provide input and feedback for the school's shared vision. The Visiting Team suggests that Timpanogos focus on measurable student learning outcomes and incorporate the latest research findings concerning effective instructional practices. Stakeholders should review the school's profile to identify trends in student achievement and demographic data.

- b) *To what extent has the school defined a set of beliefs that reflect the commitment of the administration and staff to support student achievement and success?*

The school's belief statements reflect a commitment to community involvement, service, and student character. Since the belief statements represent core principles intended to guide decisions that affect student learning, the Visiting Team recommends that Timpanogos High School revisit its belief statements. It is suggested the belief statements be revised to emphasize a stronger focus on student academic achievement.

- e) *To what extent do the school's mission and beliefs align to support the school's desired results for student learning (DRSLs)?*

As the stakeholders at Timpanogos High school worked through the self study process, they defined a set of beliefs upon which they based their desired results of student learning (DRSLs). It is evident that the school mission statement and belief statements are connected to the DRSLs.

The faculty and administration are encouraged to make a plan to align all facets of school improvement, including the mission, beliefs, DRSLs, and action plan. Since DRSLs are the learning goals a school community has for all students, they need to be the primary focus of the school's action plan and teachers should integrate teaching of the DRSLs into their daily curriculum. Lastly, the Visiting Team recommends that Timpanogos High develop indicators and methods for gathering evidence of students' achievement of the DRSLs.

Curriculum Development:

- a) *To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards and the Utah Core Curriculum (with inclusion of the Utah Life Skills)?*

There is evidence that some of the departments are either aligned with or are in the process of aligning themselves with the Utah State Core Curriculum and/or national standards, where applicable. Teachers have a strong desire to meet the expectations of teaching the Core Curriculum. The teachers in each department are meeting regularly as part of the “early out” program, and are collaborating within their departments to discuss curricula. Teachers should continue conversations in their departments and across all departments to encourage interdisciplinary study and relevance.

School-wide and departmental data from the profile should help clarify additional student learning needs and drive curriculum development decisions in the future.

- b) *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's desired results for student learning?*

Because the school is at the beginning stages of this process, teachers tacitly support the acquisition of the skills and knowledge identified in the school's desired results for student learning. There is not a shared vision that transcends all departments on how the DRSLs will affect an individual teacher's curriculum, instructional strategies, or assessment methods. Over time, the DRSLs should be infused and integrated throughout the school. The Visiting Team recommends that the school continue to provide a collective vision for student learning and school-wide professional development on integrating the DRSLs into the curriculum.

Quality Instructional Design:

- a) *To what extent does the professional staff design and implement a variety of learning experiences that actively engage students?*

Results from opinion surveys contained in the school report indicate that teachers use a variety of instructional methods that actively engage students in learning. Parents also indicate a high degree of satisfaction with the learning experiences of their children. Interviews with students indicate that they feel challenged and engaged in upper-level classes. The Visiting Team commends the administration on the goal to train all teachers to use concepts from *Understanding by Design*. The majority of the activities observed during the visit involved direct instruction, class discussions, and hands-on activities.

Teachers are encouraged to develop methods that challenge students in all classes. The Visiting Team recommends that all teachers continue to study current research and develop effective instructional strategies to further engage all students. The Visiting Team also suggests that all teachers expand their repertoire of instructional methods with a strong emphasis on the school DRSLs of reading, writing, speaking, and listening.

- b) *To what extent does the professional staff employ a variety of instructional strategies to ensure the needs of different learners are met?*

The Visiting Team commends the staff members for their high degree of expertise and dedication to quality teaching. The instructional strategies used by teachers have resulted in quality learning for most students. The accelerated learners are obviously challenged.

There is little evidence in the school profile to indicate how the needs of diverse learners are met. A greater effort could be made to address multiple learning styles and the needs of ELL students. The Visiting Team recommends that the staff continue conversations on best practices such as partnering, jigsaws, scaffolding, hands-on activities, and other inquiry methods. As the staff becomes more proficient in implementing the strategies contained in *Understanding by Design*, it is recommended that teachers gather data to show the effectiveness of those concepts and how they have affected student achievement.

- c) *To what extent do the professional staff and leadership provide additional opportunities which support student learning?*

The Visiting Team commends Timpanogos High School for the willingness of the faculty to provide additional opportunities that support student learning. Teachers are willing to spend time before and after school for those students who need help. Interviews with students indicated that the teachers have established a rapport with students that demonstrates a genuine concern for student learning. The Visiting Team recommends that the staff continue to provide additional opportunities for all students to succeed.

Quality Assessment Systems:

- a) *To what extent has the staff developed classroom or school-wide assessments based on clearly articulated expectations for student achievement?*

The Visiting Team found evidence of varied forms of assessment (e.g., student portfolios, oral presentations, research projects, student journals, group assignments). These assessments noticeably address a variety of learning styles. After multiple classroom observations and conversations with several stakeholders, the Visiting Team determined that the staff and faculty need to

begin developing school-wide assessments. Those assessments should include clear performance standards that measure students' progress toward the DRSLs.

- b) *To what extent are assessments of student learning developed using methods that reflect the intended purpose and performance standards?*

While faculty members regularly use a variety of assessment methods, it is unclear whether assessment data was used to determine areas of weakness and concern. The data does not appear to have been sufficiently disaggregated and distributed in such a manner as to guide instruction or curricular decisions.

The Visiting Team recommends that Timpanogos High School continue to collect and utilize data from standardized testing and other assessments to help identify students who are not meeting desired levels of performance. The Visiting Team recommends that all DRSLs be refined to reflect performance standards.

- c) *To what extent are assessments designed, developed, and used in a fair and equitable manner?*

It appears to the Visiting Team that the faculty has designed and developed fair assessment practices. As the dynamics of the student population grow and change, the staff is encouraged to periodically review assessments to ensure that they are fair and equitable to subgroups of students.

Leadership for School Improvement:

- a) *To what extent does the school leadership promote quality instruction by fostering an academic learning climate and actively supporting teaching and learning?*

The Visiting Team saw evidence in the report that many teachers at Timpanogos High use a variety of instructional activities to actively engage students in learning. The majority of activities observed during the visit involved direct instruction, class discussions, lab activities, and other hands-on activities. The Visiting Team commends school leaders for encouraging the entire teaching staff to be trained in the principles of *Understanding by Design*. In addition, teachers are encouraged to take advantage of other workshops to understand and implement research-based instructional practices. They are also encouraged to be involved in professional organizations and to participate in school- and district-sponsored training activities.

- b) *To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative?*

The Visiting Team observed that the leadership team had limited data with which to make decisions. Department and focus groups primarily used opinion surveys

to make future plans for improvement. The Visiting Team encourages school leaders to continue to collect data showing student achievement to determine who is learning and who is not. Data should be disaggregated by ethnicity, gender, and special population.

- c) *To what extent does the school leadership monitor progress in student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection?*

The school is in the beginning stages of monitoring student data. The administration is encouraged to work with the staff to develop a comprehensive assessment system that will enable them to be more reflective about instruction, curriculum, and student achievement.

- d) *To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe, efficient, and effective learning environment?*

The Visiting Team commends the administration for its exemplary efforts to create an environment that is safe, inviting, and supportive. Management of the organization, operations, and resources of the school are effective and efficient.

- e) *To what extent does the school leadership make decisions related to the allocation and use of resources which align with the school goals, the achievement of the DRSLs, and school improvement efforts?*

As Timpanogos begins to define specific achievement goals, decisions related to resources need to be aligned with those goals.

- f) *To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?*

The Visiting Team commends school leaders for their efforts to welcome community members to be part of the decision making and planning for school improvement. The team encourages administrators to use collaborative time to allow teachers across the curriculum to share best practices and develop meaningful learning activities for school improvement.

Community Building:

- a) *To what extent does the school foster community building and working relationships within the school?*

The Visiting Team found evidence that a positive and productive working relationship exists among students, teachers, support staff, and administrators. A strong sense of community exists, as exemplified in the mission statement's assertion that the school is a "community of one." Through classroom visits, the Visiting Team found that the learning environment for students is strong and nurtures a sense of caring and belonging. The Visiting Team found that teachers collaborate on a departmental level. It was also noted that interdisciplinary collaboration is not used on a regular basis and should be considered.

- b) *To what extent does the school extend the school community through collaborative networks that support student learning?*

It is clear that the school reaches out to parents and families to engage them as partners in the learning process. Due to the rise in ethnic populations in the community, it is important that the school expand its efforts to reach parents of minority students to inform them of school programs and learning opportunities.

The Visiting Team is impressed with the school's extensive networks of support with community members, business groups, and leaders of higher education. Meaningful partnerships are established that extend learning opportunities for students and provide resources to support their achievement.

Culture of Continuous Improvement and Learning:

- a) *To what extent does the school build skills and the capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement?*

The school's organizational system and culture are supportive of school improvement and professional development. A majority of the staff members have shown a commitment to continuous learning by earning advanced degrees and endorsements. The administration has a commitment to train all faculty members in the principles of *Understanding by Design*. In addition, the district has scheduled five professional development days during the year for acquisition of new knowledge and skills, and the school has an early release day on Mondays for teacher collaboration.

Professional development programs are provided for the staff, but the focus is not always clear and not always linked to the achievement of the school's goals for improvement as outlined in the DRSLs and the action plan. The Visiting Team recommends that the school use its time and resources to design a comprehensive professional development plan that is directly aligned with the DRSLs and the action plan.

- b) *To what extent does the school create conditions that support productive change and continuous improvement?*

The administration of Timpanogos High supports the work of individuals and groups responsible for implementing school improvement initiatives. It is evident that the school makes an effort to sustain productive change and continuous improvement. Teachers are encouraged to take advantage of the workshops and in-service opportunities offered by the district and state.

CHAPTER 4: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) STANDARDS I-XI

Standard I – Educational Program

This standard is met. Timpanogos High's instructional and organizational practices, as well as its policies and procedures, support the desired results for student learning and prepare students to succeed in a culturally diverse, democratic society.

Standard II – Student Personnel Services

This standard is met. Student personnel services are designed to give systematic assistance to students. The assigned personnel for guidance includes a minimum of one full-time person for each 400 students enrolled.

Standard III – School Plant and Equipment

This standard is met. The school plant provides for a variety of instructional activities and programs and incorporates aesthetic features that contribute to a positive educational atmosphere.

Standard IV – Library Media Program

This standard is met. The school library media program is a primary resource for literacy, information, and curriculum support. A certified library media teacher provides instruction, resources, and activities to promote independent use of ideas and information.

Standard V – Records

This standard is met. Student records are maintained, handled, and protected in the best interests of students and parents. Students and parents have the right to

access personal student records and are ensured the privacy of such, as guaranteed by federal legislation.

Standard VI – School Improvement (This is addressed in the self-study.)

This standard is met. The school improvement plan focuses on the total school rather than each of the separate components within the school.

Standard VII – Preparation of Personnel

This standard is met. All professional personnel are in compliance with the licensing requirements of the state of Utah and are properly endorsed for the subjects they are assigned.

Standard VIII – Administration

This standard is met. The administration of Timpanogos High provides educational leadership, supervises and coordinates programs, and carries out the necessary administrative procedures.

Standard IX – Teacher Load

This standard is met. The total number of students instructed by any one teacher in any one grading period does not exceed numbers set by the Utah State Office of Education and/or Northwest.

Standard X – Activities

This standard is met. Timpanogos High School supports a range of activities that supplement the basic instructional program by providing additional experiences and opportunities for learning to take place.

Standard XI – Business Practices

This standard is met. The school is financially responsible. Proper budgetary procedures and generally accepted accounting principles are followed for all school funds. The school's advertising and promotional literature are completely truthful and ethical.

CHAPTER 5: SCHOOL IMPROVEMENT EFFORTS – ACTION PLAN

- a) *To what extent is the school-wide action plan adequate in addressing the critical areas for follow-up?*

The action plan attempts to address the DRSLs through professional development experiences and resource management goals. The plan has a strong emphasis on training for the faculty but does not sufficiently address student learning gaps.

The staff is encouraged to revisit the action plan to:

- Focus the plan on student learning outcomes.
- Engage the entire faculty in the implementation of the DRSLs.
- Include specific, measurable student benchmarks to assess progress toward the DRSLs.

b) *To what extent is there sufficient commitment to the action plan, school-wide and system-wide?*

The school administration, leadership team, and some members of the teaching staff share a commitment to the action plan. However, the Visiting Team found that some of the faculty members were unaware of the school's DRSLs and had little awareness of the action plan and how it would be implemented. The school leaders will need to secure the commitment of the teaching staff to ensure that the school will move forward in a unified manner.

c) *How sound does the follow-up process that the school intends to use for monitoring the accomplishments of the school-wide action plan appear to be?*

The current action plan does not articulate an effective method for monitoring school-wide improvement in the specific goal areas. The school understands the action plan will require some revision. Further, the school administration understands the importance of collecting and using data to monitor the school's progress and to periodically evaluate the effectiveness of the action plan.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team commends Timpanogos High School for the positive relationship between administration and the staff. Students also feel a positive rapport with the staff.
- The Visiting Team commends Timpanogos High School for ongoing professional collaboration and support for the implementation of the principles of *Understanding by Design*.

- The Visiting Team commends Timpanogos High School for creating an environment where students feel safe, secure, and accepted.
- The Visiting Team commends Timpanogos High School for outstanding student achievement on all standardized tests.
- The Visiting Team commends Timpanogos High School for accommodating students with special needs in the regular curriculum, and for the co-teaching evident in several classrooms.
- The Visiting Team commends Timpanogos High School for reaching out to the community in student service-oriented activities, and for its open door policy among all stakeholders.

Recommendations:

- The Visiting Team recommends that the staff revisit the action plan to focus on and reflect student achievement.
- The Visiting Team recommends that the DRSLs and indicators be refined so that outcomes are measurable.
- The Visiting Team recommends that Timpanogos High School develop a school-wide system to track attendance, and use the data to correlate with student achievement.
- The Visiting Team recommends that data be collected and disaggregated by gender, ethnicity, special education status, and ELL status to determine who is and is not learning.
- The Visiting Team recommends that Timpanogos High School develop a school-wide professional development plan to help students accomplish the DRSLs.